**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Measurement: Centimeters and Meters**  **The Envision Lesson: 13.5** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *1. Problem of the Day – Which tool of measurement would you use to measure: a crayon box, a notebook and a tabletop?* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? 3. We will use the Frayer Model to teach the vocabulary. They will make the models in their math journals – Vocabulary words are: centimeter, meter 4. Show the 2 different measuring tools and compare | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. *Distribute rulers and metersticks to children. The students look around the room and see what objects are about 1 centimeter long. Have them draw an object that is about 1 centimenter – share as a group.* 2. *Show a meterstick – students look around the room and find objects that is about as long as a meterstick. Share and discuss as a group.* 3. *Copy the length on the board and compare the two lengths*   Questions   1. What body part is about the same size as a centimeter? 2. What body part is about the same size as a meter? 3. Is a centimeter smaller or larger than an inch? 4. Is a meter smaller or larger than a yard? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. *In pairs – give each group 2 yarn strings the length of both a meter and a centimeter- give each group paper* 2. *They will go about the room and find objects the 2 different lengths. As partners they will then draw two pictures – one of a centimeter object and one of a meter object* 3. *Share as a whole group*   Questions   1. Ask students which tool they would use to measure different objects in the classroom | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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